DOCUMENT RESUME

ED 397 275 CE 072 129

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TITLE Will We Be Smart Enough? A Cognitive Analysis of the Coming Workforce.
REPORT NO ISBN-0-87154-392-3
PUB DATE 95
NOTE 332p.
AVAILABLE FROM Russell Sage Foundation, 112 East 64th Street, New York, NY 10021.
PUB TYPE Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Adult Education; *Cognitive Ability; Cognitive Measurement; *Cognitive Psychology; Educational Change; Education Work Relationship; Epistemology; Futures (of Society); *Job Performance; Labor Force; *Personnel Selection; Productivity; Vocational Education

ABSTRACT

This book applies what has been learned in cognitive science to analyze the work force. Chapter 1 takes the point of view that the United States has problems in the creation and distribution of wealth and that many of the problems and their solutions lie in the characteristics of the work force. Chapter 2 presents a psychometric model of abilities and discusses how tests are used to make employment decisions in the abstract. Chapter 3 summarizes relevant data about three major scholastic and industrial testing programs--the Scholastic Aptitude Test, the Armed Services Vocational Aptitude Battery, and the General Aptitude Test Battery--that predict performance in three important workplaces. Two intelligence tests are also examined. Chapter 4 combines two fields, psychometrics and demographics, to examine how current demographic trends and social policies may alter the distribution of cognitive skills across the work force in the next 10-15 years. Chapter 5 proposes that theories in cognitive psychology have the potential for explaining how superior thinking ability translates into workplace performance. Chapter 6 forecasts the cognitive demands that the early 21st-century workplace will present to its workers. Chapter 7 asks whether it is possible to teach people to learn and think in the abstract and suggests educational reforms to achieve these ends. An afterword addresses the controversy generated by the book, "The Bell Curve: Intelligence and Class Structure in American Life" (Richard Herrnstein, Charles Murray). Contains 219 references and an index. (YLB)

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